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Evaluating the Effectiveness of the Ummi Method in Memorizing Juz Amma for Early Chilhood Learners

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Abstract
Research on Al-Quran teaching methods applied in schools is still very limited. Teachers play an integral role in helping young children understand and learn Arabic letters. This is very important so that children acquire reading skills and become familiar with them from an early age. So that it impacts their worship experience when they grow up. This study's criteria for memorizing Al-Quran verses (Juz Amma) include ease of pronunciation, makharijul letters and correct recitation rules. It is important to introduce short verses as basic capital in memorizing the Al-Quran. This research interviewed 2 kindergarten teachers, the principal, and two guardians of Al Azhar Rantauprapat Kindergarten students in Labuhanbatu Regency, North Sumatra Province. The focus of this research is on the process of memorizing the Al-Quran using the Ummi method. The Ummi method is a practical method for reading the Al-Quran by Tajwid rules. Muslim scholars created this method to make it easier to study the Koran. Research findings reveal that the ummi method really helps children memorize the Al-Quran/Juz Amma with the help of trained teachers *(Hafiz and Hafizah)*.

Keywords: *Early Childhood Islamic Education; Memorizing the Quran; Juz Amma, Ummi Method.*

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Introduction

The memorization of the Quran is one of the important traditions in Islam and has become the main focus of education in many Muslim countries (A. A. Lubis & Pasaribu, 2024; M. H. Lubis, 2017). However, research on the method of memorizing the Qur'an is still limited, and its application is often adjusted to the ability of the educator intended by the learner, be it at home, schools, Islamic boarding schools or other places (M. Z. Saputra, 2022). Some of the commonly used methods in memorizing the Quran include repetition, the use of technology and other visual aids. However, it is important to remember that each individual has a different way of learning, so an effective method for one person is not necessarily for another. Many say that memorizing is easy only to keep the memorization difficult because the guard lasts a lifetime, with it often repeated in his daily life, mainly when carrying out prayers (Assegaf, 2020; Ramadani *et al*., 2024).

Teaching the Quran, both reading and memorization, is an important thing, starting at an early age, especially for children aged 4-6 years, in an effort to instill religious teachings. One of the methods used is the Ummi Method (Akhyar *et al*., 2023; Alhadad *et al*., 2021; Aprida & Suyadi, 2022). Analyzing this method will be able to provide in-depth insight into the effectiveness and advantages of the Ummi method in memorizing the Quran in early

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childhood. This study aims to analyze the Ummi method by focusing on the aspects of mastery, memory and motivation of children. This analysis is expected to contribute to the development of a better approach to teaching the Quran in early childhood.

Determining a method and mastering it comprehensively is a positive attitude and is very much needed because increasing knowledge of the curriculum and teaching materials will greatly help students (Ambarwati *et al*., 2021; S. U. S. Dewi, 2015). Failure to carefully plan the teaching sequence can be a challenge in guiding children's memorization. Teachers must be flexible in teaching children about reading literacy and also memorizing without emphasizing rules that make children lazy and unconfident; teachers must involve students appropriately and pleasantly during literacy learning (R. V. K. Dewi *et al*., 2021; Susanti *et al*., 2023). Teachers must be able to ensure that young children can synthesize every letter that is spoken to develop their memory of memorized verses; there should be no impression of forcing students to memorize them within a certain time. The aim is to be able to provide complete/comprehensive knowledge and understanding about memorizing the Al-Quran with good makharijul letters/where the letters come out, and the tajwid. (Budiman, 2013).

This research will look at how to teach the Quran systematically using the Ummi method, how to memorize short verses using the Ummi method, and what difficulties are found in applying the Ummi method because this practice is still very rarely carried out in North Sumatra Province, especially Labuhanbatu Regency.

Metodologi

The method used in this study is empirical qualitative, and it sees firsthand the events/experiences of memorizing the verses of the Quran/Juz Amma using the Ummi Method. The researcher uses triangulation of data sources (obtained from structured interviews in collecting data) (Azka, 2021; A. T. Hasibuan *et al*., 2022; S. Hasibuan, 2022)The goal is to test the validity of the data collected and presented as the research results. In this context, two kindergarten teachers, the principal, and two student guardians were designated as informants (with purposive who met the research criteria). The background of this research was conducted at Al-Azhar Rantauprapat Kindergarten, Labuhanbatu Regency, North Sumatra Province.

Hasil dan Pembahasan

Early Childhood and the Success of Memorizing Juz 'Amma

The Qur'an needs to be maintained in its purity (purity), one of which is by memorizing the Quran. In this case, the scholars have thought about it so that until now and until the end of the Qur'an, memorization will continue. One narration states that people who pass by the houses of their companions at night listen to the buzzing sound like the hum of bees (the activity of memorizing the Quran). The level of virtue among the companions is measured by the amount of memorization of the Qur'an by them (Anoum et al., 2022; Khaeruniah et al., 2024; Mutathahirin et al., 2022). In memorizing the Quran, it is not enough to just memorize the tahaf, but indeed it must be continuously monitored with a repetition system so that the memorization and recitation are getting better. Because memorization is not enough memorization in memory, it can be reproduced outside of the head without reading or looking at notes.

Memorizing the Quran must indeed start as early as possible; even Muhammad Ratib An-Nabilsi conveyed the results of his observations and believed that the most important age for children to imitate something good is when the child is still in the care and swing of their mother, and the right age in memorization (Anwar & Hafiyana, 2018; Umam & Putri, 2023). In memorizing the Koran, the most important thing is to use a method that is enjoyable and positively influences the development of one's soul. In the context of this research, the Ummi method is practiced. There are many methods used to study the Koran, whether reading,

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writing or memorizing, and one of them is the Ummi Method (Hafizudin et al., 2020; Rifa, 2023)

For educators, there must be qualifications in mastering the Ummi method, namely reading the Quran, mastering the Quran, and basic tajweed. It is required that its educators get used to reading the Quran every day, master the ummi method, have a da'i and murabba spirit, not only transfer knowledge but become educators for the Quranic generation, discipline time, commitment to quality, and commit to always maintain quality (Liansyah & Achadianingsih, 2020; Wulandari & Ridwan, 2023). At Al-Azhar Rantauprapat Kindergarten, all the tahfiz teachers have participated in training and received certification of the Ummi method, so all teachers are Al-Quran teachers who are considered worthy of applying the Ummi method; only one teacher out of the 10 teachers has not yet, but he does not teach this. Before teaching, the preparations made by teachers are to prepare teaching tools, including the Learning Implementation Plan (RPP) according to the curriculum of the ummi foundation system, in order to make it easier to achieve learning goals.

The success in memorizing the Quran depends on several things, including the method used and also the support from the family environment and loved ones. For children, of course, the example of parents is clearly the main factor; in this case, they must set a good example (Y. C. Saputra, 2018). Parents do not just hand over their children to certain institutions for memorization, but active participation is very necessary, for example by asking how far the child has mastered the memorization and even better if repeating the memorization of their children when they are at home. Invite children to attend the halaqahs of the Qur'an to motivate them to memorize the Quran. When a child has memorized, maintaining his memorization must also be a joint task by several parties, including his parents and the institution where he memorizes the Quran.

The early childhood or early kindergarten category is pre-school, which covers the age group between 2 and 6 years. This age is an age that is experiencing very rapid growth and development, so it is easy to provide a stimulus for the development of intelligence; it is even said to be a developmental leap. Teaching the Al-Quran from an early age is important so that the Al-Quran will become the imam and is the greatest capital for realizing humanist and Qur'anic individuals. On this basis, the generation entering an early age must be optimized to grow and develop so that in the future, they will be able to create a Quranic society (Ardiyansyah, 2022; Silaen, 2022).

Teaching the Quran is a shared responsibility between families, schools and communities. The beginning of teaching starts from early childhood or precisely from birth because it is a child's need based on his interests, needs and abilities. With his knowledge, the child will read with tartar, trying to understand its meaning so that he and the person who hears it can benefit from it (Handayani & Irawan, 2022; Harahap, 2018; W., 2022). For memorization of the Quran in schools, in this case, the role of educators is very important, and educators must be able to facilitate children's activities with diverse materials.

Analysis of Research Results

The coding results obtained from the interview program with several predetermined respondents obtained data as shown in Table 1.

As for the analysis related to the question, how long has this kindergarten been established to your knowledge? It can be conveyed that the majority of respondents stated that Al-Azhar Kindergarten had been established for more than 10 years or almost eleven years; this can be seen from the coding submitted by four respondents, namely 1.N1-A, 1.N2-A, 1.N4-A and 1.N5-A which indicate that the duration of the establishment of the kindergarten is about 11 years. There was one respondent who stated that he had just joined and did not know for sure how long Al-Azhar Kindergarten had been established; this was reflected in the 1.N3-B respondent's code. Furthermore, no information states the exact year of its establishment except for one person because he served as the principal of Al-Azhar school. From the variety

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of answers given by the respondents above, it can be conveyed that Al-Azhar Kindergarten has been established for quite a long time, which is about 11 years. The conclusion drawn was that Al Azhar Kindergarten had been established for more than 10 years, with the majority of respondents stating about 11 years.

Table 1. Interview Coding Results

1	**How long has it been since the establishment of this kindergarten, as far as you know?**	
	Approximately 11 years	1.N1-A, 1.N2-A, 1.N4-A dan 1.N5-A
	Don't know for sure, but it's been a long time	1.N3-B
2	**How many study groups are currently in Al Azhar Kindergarten, and how many students are admitted each year?**	
	5 Study group	2.N1-C, 2.N2-C, 2.N3-C, dan 2.N5-C
	Subject to class availability	2.N1, 2.N2, 2.N3 and 2.
	I don't know how many study groups	2.N4-C
	I don't know for sure how many students are	2.N4-C & 2.N5-C
3	**What is the current number of teachers? Is it the same as a tahfiz teacher?**	
	10 this teacher	3.N1, 3.N2, and 3.N5
	9 this teacher	3.N1-E, 3.N2-E then 3.N5-E
	Don't Know for Sure	3.N3 and 3.N4
4	**What methods are used in learning to memorize the Quran?**	
	Ummi *Method*	4.N1, 4.N2, 4.N3, 4.N4 dan 4.N5
5	**Is there a target set in memorizing the Quran/Juz Amma?**	
	The reading must be correct in accordance with the provisions of Maharaj and Tajweed	5.N1
	Practice good reading until fluent	5.N2
	Completed 6 volumes of the Ummi method bok	5.N3
	Memorize Short Letters in Juz 30	5.N4
	Memorize short verses	5.N5

Then, for the question, how many study groups are currently in Al Azhar Kindergarten? and how many students are accepted at the school? It can be explained that the majority of respondents stated that there are currently 5 groups in Al Azhar Kindergarten; this is listed from the response coding: 2.N1-C, 2.N2-C, 2.N3-C, and 2.N5-C. No information mentions the number of admissions specifically, but from the respondents' answers, it can be concluded that the number of student admissions is based on the availability of classes. This can be seen from the codes 2.N1, 2.N2, 2.N3 and 2.N5, which state that the admission of students is in accordance with the availability of the number of classes. There was one respondent who stated that he did not know for sure the number of rumbles or the number of students accepted at the school; this was reflected in the 2.N4-D code. So, it can be concluded that currently, there are 5 rumble in Al Azhar Kindergarten with the number of student admissions based on the availability of existing classes.

For the analysis of the question, what is the current number of teachers? Is it the same as a tahfiz teacher? It can be said that the majority of respondents stated that the number of teachers is currently 10 people without any difference between regular teachers who teach every day and this teacher; this can be seen from the coding 3.N1, 3.N2, and 3.N5. Some respondents mentioned that the number of tahfiz teachers was 9 people; this can be seen from the coding 3.N1-E, 3.N2-E and 3.N5-E, and among those who answered were kindergarten teachers who teach at the school and the principal. Two respondents did not know the exact number of teachers and did not provide concrete information about this, this is reflected in the coding 3.N3 and 3.N4. Thus, it can be concluded that the majority of respondents stated that the current number of teachers at Al Azhar Kindergarten is 10 people, with some respondents also mentioning that the number of Tahfiz teachers is 9 people. However, there is also uncertainty from some respondents regarding this.

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For the analysis of the question, what method is used in learning to memorize the Qur'an on a daily basis, it can be conveyed that all respondents conveyed that the method used in the school is the Ummi method in learning to memorize the Qur'an on a daily basis; this can be seen from the coding 4.N1, 4.N2, 4.N3, 4.N4 and 4.N5. So, all respondents knew the method used by teachers in practicing children's memorization at school. Thus, it can be concluded that all respondents use the Ummi method in learning to memorize the Qur'an on a daily basis.

Furthermore, for the analysis of the question whether there are targets set for memorizing the Quran, it can be conveyed that several respondents mentioned that the targets for learning the Qur'an include (1) the reading must be correct in accordance with the provisions of Maharaj and tajweed (coding 5.N1), (2) good reading practice until fluent (coding 5.N2), (3) completing 6 volumes of the Ummi method book (coding 5.N3), (4) memorizing the short letter in Juz 30 (coding 5.N4), and (5) memorizing the short verses (coding 5.N5). Thus, it can be concluded that several languages state various targets set in the reading and memorization of the Quran, including ensuring correct reading, improving reading skills, completing the material of the Ummi method and memorizing short letters.

The researcher manages all questions face-to-face with informants at the Al-Azhar Foundation and all actively participate with positive responses in providing answers to each question asked. From the results of the research, the main purpose of this study is to explore how the learning activities of memorizing juz 'teachers carry out amma as teaching staff and student activities as participants who undergo it and the results obtained. From the presentation of the findings, the research question was about the Implementation of Juz Amma Memorization Learning with the Ummi method at Al Azhar School Labuhanbatu. Al-Azhar Kindergarten has been standing for over 10 years, 11 years to be exact; this shows that it has been a long time, and it can be said that its age has reached adolescence and towards adulthood. A lot of improvement is needed to further improve the quality and quality of education in the institution in addition to continuing to exist and also becoming a uswah for other educational institutions in Labuhanbatu.

Children obtained the results about memorizing Juz Amma with the Ummi method. Al-Azhar Kindergarten, with 10 teachers and 9 tahfiz teachers, has met the standards, both from the educational qualifications they have and the mastery of the Ummi method that the Ummi Foundation has trained. The need for educational qualifications is based on the Indonesian Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood SNP Article 25. The teaching method using the Ummi Method has also been running well, where teachers there have participated in training and obtained certificates to teach with this method. This makes it easier for teachers to apply it and training also continues to be carried out to get good results.

Furthermore, in an effort to overcome the obstacles faced. In carrying out learning, especially the use of the Ummi method, of course, there are obstacles faced, even though they are not so big. As the name implies, Ummi contains the meaning that a mother will guide and accompany her child with love and affection and full of patience. No anger arises from an educator who is umami/motherhood. Anger is often considered a negative emotion, even though it is not always like that it can be to clarify a person's needs in a relationship other than as a motivation to take an action or even find a solution to an existing problem. Anger can be a negative emotion if it is done excessively and conveyed unhealthily, such as hitting, kicking or throwing things around, which, of course, can harm yourself or others. This has been instilled in the educators there so that no one is heard about the evil caused by anger. It can be seen that children are excited to come every day to learn and memorize the Qur'an/Juz Amma.

The findings of this study show several reviews that can be described in several aspects, namely: first, this study highlights several important aspects of the operation of Al Azhar Kindergarten, including the length of its establishment, classroom structure, number of teachers available, learning methods used and learning targets of the Quran. The implications of these findings could be the basis for some recommendations and improvement measures

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that may and urgently need to be implemented in educational settings such as Al Azhar Kindergarten. Second, the length of the institution's existence shows the stability of the institution. The implication is that Al Azhar Kindergarten has a strong reputation in its community and has managed to maintain its existence for a long period. Recommendations for this kind of institution may include increasing marketing efforts to attract more students and improving the quality of educational services.

Third, the finding that student admission is based on class availability shows the importance of effective classroom management. The implication is that Al Azhar Kindergarten may need to consider a more flexible classroom arrangement strategy to accommodate growth or changes in the number of students, of course, including an increase in infrastructure or human resources so that in the future, it can meet the community's demand/enthusiasm for enrolling their children in the school. Fourth, the uncertainty about the number of teachers and the differences expressed by the respondents highlighted the importance of internal communication that must be effectively built among existing education staff. As well as school management to ensure a consistent understanding of the number of teachers available with good teaching needs.

Fifth, the findings showed that all respondents used the same method, namely the Ummi Method, in learning and memorizing the Qur'an, which showed consistency in the learning approach at Al Azhar Kindergarten. The implication is that this method may be effective and in accordance with the needs of students and the learning environment. Recommendations can include further training for teachers in applying this method effectively so that they will be more honed and proficient in implementing it. Sixth, the existence of various Al-Quran learning targets shows a comprehensive focus on developing reading skills and also memorizing the Al-Quran in Al Azhar Kindergarten. The implication is that this Al Azhar school may have a holistic approach to teaching the Quran that includes different aspects, from comprehension to memorization. Recommendations can include the development of a more structured curriculum and an ongoing assessment of student progress. These are some of the implications that can be conveyed from the analysis carried out to help Al Azhar Kindergarten in identifying areas that need to be improved and developing strategies to improve the quality of education and teaching there.

Deming (2010) in (Nasution, 2001) Said that quality is "conformity with market or consumer needs". This needs to be seen as an integral in fulfilling a need. The desire of the market or society needs to be considered in fulfilling quality and quantity that emphasizes the improvement of the quality of products, goods and services through standardization that has been set, both through professional and sustainable management (Khoiri, 2016; Wijaya, 2022). In this case, the Ummi method as an option needs to be improved sustainably in accordance with standards and requirements, both in terms of educators, students, and infrastructure, so that it can provide satisfaction to the community through management optimization, including the presentation of varied teaching materials using the Ummi method.

Delivering material with variations that are not boring because of the props used. This is where the teacher can be seen as a good example for his students (Widiasworo, 2018). The existence of a teacher as an educator and teaching staff is certainly very much required to have personality competence in teaching and learning activities because by having this competence, teachers will be stable, steady, mature, wise, authoritative, and disciplined (Sutiyan *et al*., 2022; Tinambunan *et al*., 2024). Those are some of the authority of the teachers forged at Al-Azhar Kindergarten. So, ensuring the correct reading and continuing to improve reading skills up to the stage of memorizing the Quran/Juz Amma with the Ummi method and launching and fluent memorization of these short letters is a target that must be achieved. It can be concluded that memorization, fluency and fluency in reading Juz Amma are the targets set in the reading and memorization of verses of the Quran/Juz Amma.

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Conclusion

This research discusses the application of the Ummi method in teaching memorization of the Al-Quran/Juz Amma to early childhood at Al-Azhar Kindergarten, Labuhanbatu Regency, North Sumatra. Ummi's method has proven effective in helping children memorize the Al-Quran well, especially in improving pronunciation, makharijul letters and recitation. This teaching is carried out by trained and certified teachers, with a focus on a fun approach and not forcing children to memorize quickly. Apart from that, parental involvement is also important in maintaining children's memorization. These findings indicate that the success of teaching depends on the quality of teaching, family support, and child motivation, as well as the importance of developing better Al-Quran teaching methods for the Quranic generation. Suggestions for future research, such as longitudinal studies of retention rates or comparative analyzes with different pedagogical approaches, would enhance the research contribution.

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